STUDENT ASSESSMENTS AND ASSOCIATED GROWTH MODELS FOR TEACHER AND PRINCIPAL EVALUATION

FORM C

PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be posted on the New York State Education Department's Web site and distributed through other means for all applications that are approved in conjunction with this RFQ to allow districts and BOCES to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
Name of Assessment Provider:	Tompkins-Seneca-Tioga BOCES
Assessment Provider Contact Information:	555 Warren Rd, Ithaca, NY 14850
Name of Assessment:	Tompkins-Seneca-Tioga BOCES Locally - Developed Assessments
Nature of Assessment:	X ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	All subject areas
What are the technology requirements associated with the assessment?	Varies dependent upon the assessment
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES X NO

Please provide an overview of the assessment for districts and BOCES. Please include: • **A description of the assessment;** • **A description of how the assessment is administered;** • **A description of how scores are reported (include links to sample reports as appropriate);** • **A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance. (3 pages max)**
The assessments being used for any Student Learning Objective are aligned to the appropriate content-area standards and New York State Common Core Learning Standards. The assessments for Career and Technical Education programs were developed through a collaborative project with other BOCES, in which item banks were developed and vetted through multiple years of testing. The item banks are secure and the program Director is responsible for developing the assessment from the item banks and for maintaining the securing and integrity of the item banks. Pre and post-assessments are administered in each course. Teachers of record are prohibited from scoring their own students' assessments. Practitioners with appropriate knowledge and experience score the assessments and submit the scores to the program administrators. The ELA, Math, Science and Social Studies assessments, as well as alternate assessments were locally-developed through collaboration of content-area experts and instructional specialists. The design of these assessments are modeled after New Your State assessments in the corresponding content areas. Pre and post-assessments are administered in each course. Teachers of record are prohibited from scoring their own students' assessments. Content-area experts and instructional specialists score the assessments and submit the scores to the program administrators.

Please provide an overview of the student-level growth model or target setting model for SLOs for districts and BOCES, along with how student-level growth scores are aggregated to the create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.
The classroom teacher will use relevant baseline data gathered through pre-assessments, as appropriate, or through the analysis of historical data provided by the home district to determine individual targets for each student. The percentage of students meeting their individual target will be determined and the percentage will be converted to a HEDI rating using the state-provided chart.

New York State Next Generation Assessment Priorities Please provide detail on how the proposed supplemental assessment I or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below.	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	All math and ELA assessments developed for use in Student Learning Objectives will be aligned to the New York State Common Core Learning Standards. All teachers involved in the development of the assessments have had professional development in the implementation of the Common Core Learning Standards.
Assessments Woven Tightly Into the Curriculum:	Assessment is an integral part of the instructional process and, thus, these assessments are seamlessly administered in conjunction with classroom curriculum and instruction.
Performance Assessment:	Some assessments have performance components, as appropriate. Performance assessment components will

	be used to provide teachers relevant information about individual student targets and job-readiness skills.
Efficient Time-Saving Assessments:	Protocols and schedules are developed to ensure minimal disruption to instructional time and to ensure consistency across programs. Technology is used to aid in the scoring of assessments, as appropriate, to maximize efficiency.
Technology:	Technology and/or adaptive devices are available for use in accordance with the design of the assessment and as necessary according to student needs.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A

STUDENT ASSESSMENTS FOR TEACHER AND PRINCIPAL EVALUATION

FORM H

APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT LEARNING OBJECTIVES

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria.

PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	X
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	X
The assessment can be used to measure one year's expected growth for individual students.	X
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	X
For assessments previously used under Education Law §3012-c, the assessment results in differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	X
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	X
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request.[4]	X

[4] Please note, pursuant to Section 2.3 of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this RFQ

To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

Tompkins-Seneca-Tioga BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Jeffrey A. Matteson 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	6/6/16 5. Date Signed
District Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	